DOCUMENT RESUME

ED 436 434 SO 029 288

TITLE	European Education Thesaurus: Meeting of the Thesaurus Management Group (Budapest, Hungry, November 6-8, 1996).
INSTITUTION	EURYDICE European Unit, Brussels (Belgium).
SPONS AGENCY	Chapter 1 Technical Assistance Center, Overland Park, KS.
REPORT NO	DECS/Doc-96-28
PUB DATE	1996-12-16
NOTE	31p.; This report was prepared by the European Unit of EURYDICE, Rue dArlon 15, B-1050 Brussels.
AVAILABLE FROM	Council of Europe, F-67075 Strasbourg Cedex France.
PUB TYPE	Collected Works - Proceedings (021) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Comparative Education; Educational Policy; Foreign Countries; *International Cooperation; Reference Materials; Subject Index Terms; *Thesauri
IDENTIFIERS	Council of Europe (France); Europe

ABSTRACT

This report offers the agenda for a meeting in Budapest in November 1996 of the Thesaurus Management Group of the Council of Europe. The report includes a list of participants, a report on previous meetings, information on availability of the 1991 version of the thesaurus and subsequent addenda, information on new versions to be created, and a listing of accepted educational terms and descriptors. Some comments from the discussion of terms are included. Appendix II offers a paper by Elfriede Tajalli, "Thesaurus Management Problems: The Present Situation and Priorities for Future Work." (EH)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Council of Europe
Conseil de l'Europe

ED 436 434

Strasbourg, 16 December 1996
[k:\decsdoc\edecsd28.96]

DECS/Doc (96) 28
Or. Fr.

COUNCIL FOR CULTURAL CO-OPERATION
COMMISSION OF THE EUROPEAN COMMUNITIES

EUROPEAN EDUCATION THESAURUS

Meeting of the Thesaurus Management Group
Budapest, 6-8 November 1996

REPORT

prepared by the

EUROPEAN UNIT OF EURYDICE
Rue d'Arlon 15, B-1050 BRUXELLES

SO 029 288

N. Borch-Jacobsen

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

This document will not be distributed at the meeting. Please bring this copy.
Ce document ne sera plus distribué en réunion. Prière de vous munir de cet exemplaire.

A list of participants is attached (Appendix I)

1. Opening of the meeting

- Ms Elfriede Tajalli (Chair)
- Mr Michael Vorbeck (Council of Europe)
- Dr Tibor Horvath (Director of the National Educational Library of Education and Museum in Budapest)

2. Adoption of the draft agenda

The participants adopted the draft agenda (DECS/Doc (96) 15).

3. Report of the Bureau - Brussels meeting, 25 March 1996

3.1 Type and frequency of meetings

In the light of the results of a working meeting held at the European Unit of Eurydice in March 1996, Mr Vorbeck presented the proposals made in this connection, finance permitting: meeting of the Management Group every two years and regional meetings held in the interim period by the following groups respectively: Romance languages, Nordic languages, German, English and Slavonic languages.

Comments:

- Mr Dener (Turkey) wished to join the German-speaking group, Ms Varga (Hungary) the German-speaking or English-speaking group and Mr Diamessis (Greece) the English-speaking group.
- Mr Larsen and Ms Smoczynska favoured groupings by languages with a common tradition and allowing everyone to freely join the group of their choice.
- Mr Calbet thought that the countries should be able to fund their regional meetings. However, this might entail financial difficulties for some countries.
- Mr Larsen thought that alternating meetings would result in a biennial update, which could have negative implications for the development of the Thesaurus. The question was how often would updates be made?
- Ms Goemans was in favour of a plenary session each year and the organisation of regional meetings as required.

The preferences of the participants were as follows:

- alternating restricted meeting of the Thesaurus Management Group and regional meetings (four participants)

- annual restricted meeting of the Thesaurus Management Group, and organisation of an additional day for working groups in the respective language categories (five participants)

- annual restricted meeting of the Thesaurus Management Group and regional meetings funded at national level (five participants).

By common agreement, the group decided in favour of holding an annual meeting of the Management Group (three days) with, as an option, a day for the working groups in the respective language categories.

Mr Larsen, Ms Trigari and Ms Goemans said that an "Editorial Group" would be useful, in making a critical examination of all proposals so that they could be better prepared for submission to the management group. The management group should lay down the requisite criteria.

Mr Roulin (BJL) proposed four levels of decision:

1. policy decisions (e.g. as regards imbalances in the Thesaurus) - Management Group

2. decisions on proposals, case by case - Management Group

3. checking of proposals - Editorial Group

4. final check - Consultant

The Group recommended that:

1. Decisions be taken by the Management Group

2. An editorial group (consisting of the Chair, the Vice-Chair and the outgoing Chair) make a critical examination of proposals to facilitate their discussion

3. An ad hoc group make an overall analysis of the thesaurus (terminographs to be revised - fields under-represented - obsolete descriptors - descriptors to be deleted)

4. The permanent consultant collect and collate proposals

These new structural proposals (also see doc. DECS/Doc (96) 27 prepared by Mr Roulin) would be discussed again by both Secretariats in respect of possibilities for funding.

3.2 Use of the Thesaurus

A survey on use of the Thesaurus in each country would be useful.

The participants agreed to supply data on current use of the Thesaurus to the two Secretariats.

3.3 Right to propose changes

The following principle was confirmed by the Group as well as the two Secretariats: each language version manager shall be entitled to propose descriptors; it is therefore not obligatory (but useful!) to go through a regional group.

4. Availability of the 1991 version and subsequent addenda on diskette and in book form

4.1. New edition (disc or book)

Ms Elfriede Tajalli said that the European Unit of Eurydice had contacted the Office for Official Publications of the European Communities as regards copyright permission. The Office had no objection whatsoever to the existing data being used in the Commission's name within the framework of the co-management of the Thesaurus with the Council of Europe.

The Group was invited to fill in the questionnaire prepared by Eurydice concerning the format desired in future. The participants promised to pass on the request to the other countries not represented (Germany, Belgium, Norway, Cyprus, Iceland, Switzerland, Luxembourg) within two weeks.

Mr Roulin had developed a "home-made" format (BJL format - see manual) in which he had produced the addenda, for loading the 1991-96 Thesaurus data in all languages. The format could be used not only in ASCII but also under DOS and Windows. Each descriptor had a "label" such as BT, NT, RT, SN which made it easier to print the document. This home-made format did not contain terminographs, a permutated index or list of deletions. It resembled the first part of the Thesaurus. Each user could easily manipulate the data and make them compatible with his or her own document environment. Printing required a few manipulations on the computer. Those who did not have any computer assistance on hand could ask the Consultant for help.

Producing a language version on diskette would take from ½ to 3 days' work.

The price of the file (developed by the BJL company), containing the nine language versions, was between 10,000 and 12,000 FF.

Mr Larsen had tested this new product and confirmed that it was easy to produce an update of a single-language version with all its hierarchical links. However, this "home-made" format could

be improved. It also seemed capable of incorporating a new language version, such as Finnish or Swedish.

The Thesaurus format developed by Mr Roulin would be examined at the next meeting of the Bureau.

The Group wished to obtain the full Thesaurus with its addenda on diskette and also a hard copy.

Mr Roulin suggested that less costly solutions such as CD-ROM be considered.

4.2 Languages to be used

Mr Vorbeck said that the possibilities of funding the inclusion of other languages would depend on the policy-making authorities (Committee of Ministers of the Council of Europe). Mr Diamessis asked the Council of Europe Secretariat to prepare a draft letter in this connection, drawing the attention of national authorities to the benefits of including other languages.

Mr Rogan asked that the matter be discussed in more detail before political pressure was applied. Some ambassadors might be more receptive than others. He doubted that a Thesaurus containing 20 language versions would be practical to use.

Ms Tajalli invited the participants to propose an increase in the budget allocation for Thesaurus development when negotiating with their national authorities.

4.3 New versions

The Group welcomed the publication of three new versions of the Thesaurus:

- the Croat Thesaurus, a publication similar to the 1991 Thesaurus;
- the Hungarian Thesaurus, using Hungarian and English;
- the Slovene Thesaurus, a publication similar to the 1991 Thesaurus;

as well as the manuscript of the Polish version.

5. Addendum 1995/96 (DECS/Doc(96)16)

The document was to be revised by Mr. Roulin (BJL) and circulated to the participants for a final check (for spelling mistakes or manifest errors in a language version for example). It would take the form of a list of descriptors, non-descriptors and scope notes, only in a single language version with no hierarchical links.

Pages 27-113 - Multilingual forms

educational communication: rejected
Equivalent: P/Comunicação educativa

Comments: Since the descriptor "education" had been accepted, "educational communication" was no longer needed (see DECS/doc (95) 48 rev., p. 2 - Prague report)

hospital teaching: accepted
Scope note in Italian to be corrected

museum education: accepted
Scope note in Greek to be corrected

teacher's guide: accepted
Scope note in Italian to be corrected

further training: accepted
Scope note in Italian to be corrected

learning interference: accepted
German descriptor to be changed

learning conditions: accepted

education: accepted
Scope notes in Italian and Greek to be changed

school effectiveness: accepted
Scope notes in Greek and Danish to be changed

anthropology of education: accepted
Dutch equivalent to be added

teacher centre: accepted
Equivalent: F/centre de formation

transition from primary to lower secondary school: accepted
Equivalent: K/Overgang fra 6. Til 7. Klasse (omission of dots)

BT1: "system of education" and not "level of education"
TT: Level of education
(same changes for all descriptors with "transition from ... to)
German descriptor to be changed: "Primarschule" instead of "Primarbildung" - "Sekundarschule" instead of "Sekundarbildung"

transition from pre-school to primary school: accepted

transition from upper secondary to higher education: accepted

transition from lower to upper secondary school: accepted

lifelong learning: accepted

post-graduate student: accepted
Danish descriptor to be changed

Comments: Spain asked for a clarification of this descriptor and wished to postpone its inclusion until discussion of the Romance languages group proposals

undergraduate student: accepted

accreditation: accepted
Equivalent: F/reconnaissance des établissements

Scope note in Italian to be changed

school management: accepted
HN= historical notes

school-based management: accepted
Comments: Eurydice would have preferred "school plan" (instead of "school-based management") but Mr Larsen felt that this would have changed the meaning of the descriptor

class composition: accepted

education voucher: accepted

classroom climate: accepted

school record: accepted
Scope note in Italian to be added

school success: accepted

evaluation: accepted

student record: accepted
Scope note in Italian to be added

competition: accepted

access for the handicapped: accepted
E/access for the disabled (not "for the handicapped")

Comments: All descriptors containing "handicapped" to be revised

out of school hours provision: accepted
Greek descriptor to be revised

cross-curricular theme: accepted

BEST COPY AVAILABLE

development education: postponed
Equivalent: D/ Erziehung zur Toleranz

Comments: Request for clarification of the scope note: was understanding of Third World problems meant here?

affective education: accepted
Equivalent: D/ Erziehung zum Gefühlsleben

global education: accepted
Equivalent: D/ Erziehung zur Weltoffenheit

Scope note in Italian to be changed

probability: accepted
Scope note in Greek to be added

technical design: accepted

telematics: accepted
Greek descriptor to be changed

European studies: accepted

history of sciences and humanities: accepted

language learning: accepted

text comprehension: accepted

functional reading: accepted

reading strategy: accepted
In the plural for IT, ES, PO.

written language: accepted

Rheto-Roman language: accepted
E/ Rheto-Roman languages - in the plural
Italian descriptor to remain in the singular

Comments: In keeping with the approach of the thesaurus, descriptors were to be in the singular but an exception could be made for language families

Ladin language: accepted
Scope note in Greek to be added

Romansch language: accepted
English spelling to be checked

federalism: accepted

mythology: accepted

illustration: accepted
Danish descriptor to be changed

vocal music: accepted

childrens and youth literature: accepted
E/children's and youth Literature (spelling to be corrected: apostrophe lacking and descriptor in two words)

life stories: accepted
in the singular in all versions

Comments: Descriptor in the singular risked generating confusion with "biography". Denmark stressed that research methods were always expressed in the singular. The United Kingdom wondered whether there might be confusion with "case study".

indicator: accepted

hypertext: accepted

educational television: accepted

children's library: accepted

state of the art review: accepted

prior knowledge: accepted

communicative competence: accepted
Equivalent: S/competencia comunicativa

pupil attitude: accepted
Italian descriptor to be changed: "... alumno"

pupil behaviour: accepted
Equivalent: I/comportamento dell'alumno

well being: accepted

hyperactivity: accepted

severely mentally handicapped: accepted
Greek descriptor to be changed

war: accepted

F/ classe d'accueil pour étrangers: accepted
Equivalent: E/learning support class
English and Greek descriptors to be revised
Scope notes in English and Greek to be added

ergotherapy: accepted

BEST COPY AVAILABLE

cultural association: accepted

teacher mobility: accepted
Danish descriptor to be changed

cultural background: accepted
Greek descriptor and its scope note to be changed

cultural heritage (EN): accepted
Equivalent: F/patrimoine culturel

student mobility: accepted
Comments: this descriptor covered students and pupils. All language versions should add "pupil mobility" as a non-descriptor with a scope note reading "use only within the framework of geographic mobility".

environmental protection: accepted

male: accepted
The idea was to replace "man" with "male", see DECS/Doc.(95)48 rev., page 13 (Prague report)

female: accepted

cultural industry: accepted
Dutch descriptor to be checked

working life: accepted
Equivalent: I/vita activa
Greek and Dutch descriptors to be added

higher education graduate: accepted
Greek descriptor and scope note to be checked

school personnel: accepted

caregiver: accepted

teacher recruitment: accepted

jurisprudence: postponed

Aruba: accepted

Timor: accepted

Swiss cantons: the whole list was accepted
Equivalent: I/ Friburgo (and not Friborgo)
Greek descriptors missing
Danish and Dutch versions could keep the German version

Page 5 - German descriptors to be changed

D/ Geschmackssinn
To be written with "ss" (not ß)
Equivalent: E/sense of taste
D/ Geruchssinn
To be written with "ss" (not ß)
Equivalent: E/sense of smell

Page 10 - Descriptors to be clarified

Pays du Benelux
Already accepted in the addendum
The idea of creating a separate box in MT41 was rejected
TT: Benelux countries with the three countries as NT
BT: Western Europe

Comments: The term was economic and not educational. The group adopted the new MT41 where the Benelux countries were NT under Western Europe. Could it also appear under MT:37 "International organisations"?

Modifications for all language versions - pages 108 and 117

school personnel
Change in hierarchy, deletion of NT1: teaching personnel and NT1: non-teaching staff
BT: personnel

Page 117

vice-chancellor of university
Change in hierarchy, deletion of NT1: teaching profession
TT: personnel
BT: managerial staff

Page 118

student
All scope notes to be checked
Scope note in German: Besucht eine postsekundäre Bildungseinrichtung (it was wished to keep the old scope note for the German version)

pupil
All scope notes to be checked
Scope note in German: Besucht eine Primar- oder Sekundarschule

Page 119 - Italian version only

I/ **valutazione diagnostica**
USE valutazione predittiva to be changed to **valutazione diagnostica** USE valutazione

I/ **programmazione educativa-didattica**
USE elaborazione del curriculo + progetto educativo di istituto (new)

I/ **educazione**
I/ **principi dell'educazione**
These two descriptors to remain in the Italian version

Page 120 - Danish version only

undergraduate
Danish descriptor to be corrected

Page 121 - Portuguese version only

P/ **Avaliaçao diagnostica**: accepted
USE Avaliaçao

P/ **Estratégias de leitura**
To be left in the plural

Page 122 - Spanish version

S/ **técnicas de leitura**
To be left in the plural

All participants were to send the missing data to Mr Roulin by 25 November, so that he could circulate the final version for correction at the beginning of December (even if some information was still missing). The deadline for final corrections was 1 February 1997.

6. Thesaurus management problems: present situation and priorities for future work (doc. DECS/Doc (92) 40 - DECS/Doc (96) 12 - DECS/Doc (96) 9)

The participants were informed of the concern as to the development of the Thesaurus (imbalances between the fields covered, inconsistencies, many descriptors little or not used, quality of certain descriptors and of the different language versions) aired in the letter of 21 October 1996 from Ms Luce Pépin. These comments were based on the replies from the national units of Eurydice to the national assessment questionnaire. The content of the Thesaurus needed to be refocused.

Document DECS/Doc (96) 12 - List of never or seldom used descriptors prepared by the European unit of Eurydice

Of the 2,868 descriptors, 1,145 had been used more than three times and 1,133 had never been used for Eurydice database indexing.

Document DECS/Doc (92) 40 - Frequency of use of certain descriptors, prepared by Mr Roulin (BJL)

This document confirmed that many descriptors were never used.

Ms Tajalli (report appended) said that the ERIC and EUROVOC thesauruses were more balanced because unused or obsolete descriptors were regularly purged. This was also the case with the UNESCO-BIE thesaurus, in which obsolete descriptors became non-descriptors and were dated (lifespan in square brackets). Some terminographs needed revising, such as nos. 17 and 18 (see DECS/Doc (96) 9). The hierarchy also had to be revised, and a proliferation of terms was to be avoided at all costs (see DECS/Doc (92) 43).

Document DECS/Doc (92) 24 on selection criteria had to be the reference in this area. The following names, for example, were accepted as descriptors: names of independent states and of overseas territories - if they retained special cultural links with a European country - or European territories, if they had an autonomous education system or they were former colonies; languages: only European languages or other languages used in teaching; descriptors in the context of education and terminology linked to educational research - European terminology except for names of projects with a limited lifespan such as Leonardo, Socrates. This document would be circulated by the Secretariat for comment.

On the basis of the two documents, Mr Dener (report appended) had compared the two frequency charts and found strong similarities. Many language or country terms were never used. The 1984 edition had had its weaknesses and, despite its quality, the 1991 edition had not made any radical changes. Use in terms of statistics could not be the sole criterion for deleting or retaining a descriptor. However, the two samples were useful for drawing up guidelines.

Future meetings should set aside a special session for purging certain terms.

Well-prepared surveys should be run among users at regular intervals.

Ms Sabadie tabled her group's proposals for revising terminographs 17 and 18, explaining that the Romance language group wished to work on them further.

Mr Larsen stressed the importance of maintaining a balance between proposals, deletions and additions. Before a new descriptor was proposed, the possibilities of "post-co-ordination" and the possibilities of deletion should be considered.

Ms Smoczynska said that the indexing of national dossiers and the indexing of research projects had to be given equal

consideration. Terms useful for research work could not be deleted. Nor should excessive numbers of proper nouns be added; it was not useful to list all the names of Swiss cantons, for example.

Ms Trigari stressed the need to reconsider the structure, coherency and balance of the thesaurus. The document on selection criteria should be updated. The ad hoc group could work on this and also propose criteria for drawing up samples for calculating frequency of use (criteria for preparing samples in which all types of user were represented).

Ms Goemans suggested that the language area representatives send a list of the descriptors which were never or seldom used in their language. It would be useful to have a frequency calculation for Eudised database descriptors.

Mr Calbet and Mr Larsen used the Thesaurus to index all types of education documents. It would be useful to calculate the frequency of the same descriptor year by year with a view to monitoring its development within the Tthesaurus.

Ms Trigari thought that descriptor frequency calculations had to be based on several types of samples, such as national dossiers, educational research texts, pedagogical and didactic texts etc, rather than on excessively restrictive samples. The thesaurus was used in a very wide variety of situations and it was useful therefore to gather data on a systematic and regular basis.

Ms Tajalli proposed that annual frequency lists for the same varieties of sample be produced, at regular intervals, by the same units and not only by Eudised and Eurydice.

The Group instructed Ms Tajalli to reply to the letter from Ms Luce Pépin (Eurydice) and indicated its agreement with the suggestions concerning the future management of the thesaurus. This document, prepared by Mr Roulin, would be appended to the letter as a discussion paper.

All the countries were to provide the two Secretariats with information on current use of the thesaurus by the end of November.

7. New proposals for amendments (documents DECS/Doc (96) 11 - DECS/Doc (96) 13 - DECS/Doc (96) 14)

New descriptors adopted

Treaty on European Union
Maastricht Treaty USE Treaty on European Union

MT: 37
BT: European Communities (treaties)
TT: European Communities (treaties)

EC Committee of the Regions

MT: 37
TT: European Communities (institutions)
BT: European Communities (institutions)

Comments: The Committee of the Regions had increasing influence in regional authority educational matters

inter-school relations

MT: 05 (not 27)
TT + BT: educational administration
NT: twinning of schools
RT: school exchange, teacher exchange (and not "student exchange", which is linked to higher education)

Comments: Spain thought that "twinning of schools" was a very similar concept: it could be made a non-descriptor unless many documents were already indexed using "twinning of schools", in which case it would have to be kept.

social partner

MT: 28
TT: organization
BT: organization
NT: trade union; employers' organization

Comments: Italy did not need this descriptor for its indexing. In other countries, the social partners had considerable influence over education.

advisory body

E/ Advisory body (and not Adyisory-consultative body)

MT: 27
TT: interaction
BT: interaction

Comments: "administrative body" and "governing body" already existed. Advisory bodies could act at international level. Such bodies existed in United Kingdom universities.

promotion to the next class

instead of "remove"

Comments: "Remove" was no longer used in English

historical perspective

instead of "historical"

Comments: This adjective could not stand alone in English. Changes in the other languages could be made; the German descriptor also had to be changed.

vocational qualification

"vocational qualification" (non-descriptor in the thesaurus) was made a descriptor in the place of "occupational qualification".

télé-enseignement universitaire

In French only, to replace "télé-université".

information skills
See DECS/Doc (96) 8 (IT), DECS/Doc (96) 6 (ES) p. 21, DECS/Doc (95) 48 rev., p. 15 (Prague report)

MT: 10 and 21
TT: aptitude (in MT 21) and basic education (in MT 10)
BT: skill (in MT 21) and basic education (in MT 10)
RT: information, media education
SN: mastery of techniques used to recover information from different media and active research and independent learning methods

Comments: At the Prague meeting, a scope note had been requested for all languages before the term could be accepted as a new descriptor. The concept was clear - the proposal clearly illustrated the need for an editorial board - risk of overlap with "computer literacy", although "information skills" was a broader term.

judiciary practice
See DECS/Doc (95) 48 rev., 3.5.4. pp. 16-17 (Prague report)

Equivalent: F/jurisprudence
D/ Rechtsprechung

MT: 36 - becomes a new box within this terminograph, not under "jurisdiction"
RT: verdict
SN: All court decisions on a matter or in a country as a source of law

Comments: Courts interfered increasingly in education - Some felt that the term could be put under MT: 12. The Secretariat proposed revising the law boxes in MT: 36 for the next meeting.

arts studies

Also see DECS/Doc (96) 6 rev., p. 27, DECS/Doc (96) 10, DECS/Doc (96) 8

MT: 04
BT: branch of study
TT: system of education

Comments: Subjects could be taught at different levels (primary to university), and the thesaurus did not yet include these terms. The descriptor "arts education" could be combined with a teaching level - If it was not the subject but the branch of study, the descriptors "dancing school" and "music school" already existed.
Italy had "arts colleges"

New scope notes

Eurydice

SN: F/ Réseau européen d'information sur l'éducation
E/ European education information network
D/ Europäisches Bildungsinformationsnetz

Scope notes to be added in all languages

governing body: accepted with reservation

Comments: The scope note differed in the English and French versions: body of one or several schools. The French- and English-speaking groups were asked to clarify the definition. A change of the FR descriptor was requested - monolingual proposal to be submitted at the next meeting.

Proposals postponed

adviser

MT: 34
TT: profession
BT: profession

Comments: Clarification requested: since "guidance officer" already existed, could it become a non-descriptor of "adviser"? Why was "adviser" restricted to the school context? "counsellor" was already included as non-descriptors for "guidance officer". "advisory body" had already been accepted.

The role of a "guidance officer" was very specific; the term had to be kept. School inspectors also played an advisory role. Guidance officers advised pupils on study and careers, whereas an adviser in general might advise the Minister, the head

teacher, the teachers, the parents or pupils. The two concepts overlapped.

mind map

See DECS/Doc (95) 48 rev., 3.5.1, p. 14 (Prague report)

MT: 20
TT + BT:1: conceptual imagery

Comments: Proposed as "conceptual map" in Prague. The concept was confusing for Spain -it was not widely used. There were courses open to the public at which people could learn memory techniques. It was decided to wait until the concept became more widely accepted.

EC directive, EC opinion, EC resolution, EC recommendation, EC proposal, EC regulation, EC decision

Comments: Request that "European Union" (EU) and "European Communities" (EC) be checked in the thesaurus. There could be confusion, in the French version, with "Conseil de l'Europe" which already carried the abbreviation "CE".

Québec

Comments: to be further discussed at the same time as "francophonie"

trainer-trainee relationship

Comments: The proposal had already been discussed but the ad hoc form had to be completed before it could be adopted.

Descriptors rejected

post-compulsory non-higher education

Comments: Compulsory schooling ended at 15-16 years. Higher education started at around 19 years. How could this "upper secondary" form be distinguished? The concept already existed in the thesaurus: "upper secondary, post-secondary". "further training" existed as a descriptor. The concept was not clear. Schooling after secondary education could be indexed by "post-secondary education". The proposal was to introduce "further education". In future, "further education" might be made a non-descriptor of "post-compulsory education".

educational expenditure

Comments: "educational budget" and "cost of education" already existed in the thesaurus. Cost was not necessarily what was spent - difficult to distinguish for indexers. There were far too many descriptors with cost and expenditure, leading to

confusion. There was a risk of overlap with existing descriptors - "cost" seemed broader than "expenditure" in the eyes of the proposers. A definition of both would be useful.

non-university higher education

Comments: Overlap with "post-secondary education" (existing descriptor). Fachhochschulen, polytechnics, IUT etc were indexed with "higher education". University higher education institutes were indexed with "higher education" and "university".

completion rate

Comments: "Drop out", "statistical data", "school success", "school failure", "success" were already in the thesaurus and were sufficient to represent this concept.

key stage

Comments: This concept was linked to the British national curriculum and not universally understood. It could be a British national descriptor.

open learning

Comments: "open education", "open curriculum", "non-formal education", "out-of-school education" already existed. "open learning" had a different meaning in Germany.

school plan

Already adopted, see "school-based management", see DECS/Doc (95) 48, 3.1.14, p. 5 (Prague report)

teaching time

Proposal for a new scope note: "Time of teacher-pupil interaction excluding breaks and leisure time". In Austria and Italy, breaks were counted as teaching time. Introduction of such a scope note would cause difficulties for some countries as they counted breaks with teaching time (notably Italy). It was obvious that teaching time was contact time in the classroom. A scope note solely for the United Kingdom could not be accepted, as it changed the concept for one country. It also restricted the concept to school although the concept also covered higher education. The proposed scope note added nothing new.

Descriptors accepted only as non-descriptors

curriculum implementation

USE: curriculum

MT: 09
TT + BT: curriculum

Comments: The term "curriculum" implied implementation. "curriculum development" as a descriptor might help the Norwegians to index papers about local curriculum work.

manifestation culturelle

USE: activités socioculturelles (in FR, IT, ES and PO versions)

demand for vocational education
See DECS/Doc (95) 48 rev., 3.3.5, p. 14 (Prague report)

USE: training needs

Comments: Already accepted as a non-descriptor at the Prague meeting. Demand was expressed by an individual while need was expressed by society and the labour market. "training needs" and "educational need" were therefore not sufficient. The descriptors "demand for education" and "vocational education" already existed. In the literature, the need/demand distinction was not always applicable and confusion could arise. Post-co-ordination for "demand for education" and "vocational adult education" might also be envisaged. As a rule, there should be no proliferation of terms such as "demand for X", "demand for Y" etc.

7.1 Comments on proposals submitted by Eurydice

- The group asked the European unit of Eurydice to make proposals for changing the descriptors containing the term "European Communities" as the term now used was "European Union".

- All proposals containing "European Communities" were therefore held over for checking.

- The group asked Eurydice to note that, when it drew up its proposals, it was important to indicate whether upper or lower case letters were used.

- In future, the proposals made by Eurydice units should be submitted to the language groups for checking.

7.2 Proposals for a new terminograph 41 - DECS/Doc (96) 11

- "Greenland" and "Faroe Islands" were made NT of "Denmark" and were not on the same footing as the other Nordic countries.

- Spain had submitted proposals for all the autonomous regions, some of which had been incorporated in DECS/Doc (96) 11.

- "The former Yugoslav Republic of Macedonia" was accepted as a new descriptor.

- Membership of the relevant language area (French-, Italian- or German-speaking) was to be indicated for all the cantons appearing under the descriptor "Switzerland".

- "Croatia" was to be added to "Council of Europe countries".

- "South Tyrol" was to appear below "Italy" in two boxes: European Union and Council of Europe countries.

- French-speaking Belgium contained a typing error (Belgium)

- "Madeira" under European Union on page 2 contained a typing error (Madeira).

8. Report of the regional meeting (see DECS/Doc (96) 14)

9. Place and dates of next meeting

- Dubrovnik or Warsaw, on 5-7 November 1997.

10. Other business

A copy of the present report would be sent to the members of the EUDISED data network.

APPENDIX I/ANNEXE I

LIST OF PARTICIPANTS/LISTE DES PARTICIPANTS

FOR THE GERMAN VERSION

Frau Ministerialrätin Dr. Elfriede TAJALLI
Bundesministerium für Unterricht und Kulturelle Angelegenheiten, Abt. I/6b, Minoritenplatz 5
Postfach 65, A-1014 WIEN

Fax: + 43 53120 3535

FOR THE CROATIAN VERSION

Dr. Maja BRATANIĆ
Faculty of Traffic Engineering, University of Zagreb
Vukelićeva 4, 10000 ZAGREB, Croatia

Fax (private): + 385 1 214 223

FOR THE CZECH VERSION

Mrs. Stanislava BROZOVÁ
Ústav pro Informace ve Vzděvání, (Institute for Information on Education), Senovážné nám. 26, ČZ - 111 26 PRAHA

Fax: + 422 267 137

FOR THE DANISH VERSION

Mr. M. SØGAARD LARSEN
Danmarks Paedagogiske Bibliotek, Postbox 840
DK-2400 KØBENHAVN NV

Fax: + 45 39 66 00 82

FOR THE FINNISH VERSION

Mrs. A. AGANDER
Jyväskylä University Library, University of Jyväskylä
PO Box 35, SF - 40350 JYVÄSKYLÄ 10

Fax: + 358 41 603 371

FOR THE GREEK VERSION

Dr. Spyros DIAMESSIS
Pedagogical Institute, 392 Messoyion Street, Rm 112
GR - ATHENS 153 41

Fax: + 30 1 601 63 88

FOR THE ITALIAN VERSION

Ms Marisa TRIGARI
Biblioteca di documentazione Pedagogica, Via M. Buonarroti 101, I-50122 FIRENZE

Fax: + 39 55 242 884

FOR THE FRENCH VERSION

Mme Odile SABADIE
Ministère de l'Education Nationale de l'Enseignemen supérieur et de la Recherche, Direction de la communication Bureau de la documentation, 110 rue Grenelle, 75357 PARIS 07

Fax: + 33 1 49 55 14 28

FOR THE DUTCH VERSION

Mr. Huib PLANKEEL (excused/excusé)
Ministerrie van Onderwijs en Wetenschappen, BIDDOC
Postbus 25000, NL-2700 LZ ZOETERMEER

Fax: + 48 2 632 18 95

FOR THE POLISH VERSION

Mrs. Anna SMOCZYŃSKA
Documentation and Information Section, Institute for Educational, Research, ul. Gorczewska 8, PL-01-180 WARSZAWA

Fax: + 48 2 632 18 95

FOR THE PORTUGUESE VERSION

Ms Maria JOÃO AMANTE
Director of the Documentation and Information Services
Institute for Educational Innovation, Rua Artilharia Um 105, P-1000 LISBOA

Fax: + 351 1 387 15 01

BEST COPY AVAILABLE

FOR THE SLOVENIAN VERSION

Prof. Vili ROGAN
Zavod RS za šolstvo, Poljanska 28, 61000 LJUBLJANA
Slovenia

Fax: + 386 61 310 267

FOR THE SPANISH VERSION

Mr. E. CALBET ROSELLO
Jefe Servicio Documentación Biblioteca, CIDE, C/San Agustin 5, E-28014 MADRID

Fax: + 34 1 429 9438

FOR THE SWEDISH VERSION

Mr. K. LAGERBORG
The National Library for Psychology and Education, Box 50063, S-10405 STOCKHOLM

Fax: + 46 8 441 8622

FOR THE TURKISH VERSION

Dr. H. ISIN DENER
2 Cad. 4/5, TR - 06500 BAHCELIEVLER-ANKARA

Fax: + 312 23 52 934

FOR THE ENGLISH VERSION

Mrs. J. MAY-BOWLES
NFER, The Mere, Upton Park, GB - SLOUGH, Berks SL1 2DQ

Fax: + 44 1753 691 632

EXPERTS/CONSULTANTS

Mr. Corentin ROULIN
Director, BJL Consult, Boulevard du Souverain, 207 - bte 12,
B-1160 BRUXELLES

Fax: + 32 2 675 63 51

EUDISED

Ms Monique GOEMANS
SWIDOC, Herengracht 410-412, NL-1017 BX AMSTERDAM

Fax: 00 31 20 623 83 74

SECRETARIAT

European Union

Ms Colette VANANDRUEL
EURYDICE European Unit, 15 rue d'Arlon, B-1050 BRUXELLES

Fax: + 32 2 230 65 62

Council of Europe

Mr. Michael VORBECK
Head of the Research Section, Council of Europe, F-67075 STRASBOURG CEDEX

Fax: + 33 88 41 27 06/88

CO-ORGANISER

Miss Katalin VARGA
Országos Pedagógiai Könyvtár
és Muzeum, Honvéd u. 19, BP PF 49, H-1363 BUDAPEST

Fax: + 36 1 112 6862

CENTRE EUROPEAN DE LA JEUNESSE (BUDAPEST)

Ms Katalin OKMOS
Zivatar utca 1-3, H-1024 BUDAPEST

Fax: + 36 1 212 40 76

INTERPRETERS

Mme Katalin DUSNOKI
Szarvas Gabor u. 19, H-1125 BUDAPEST

Fax: + 36 1 176 33 25

Mme Eva HALASZ
Dioszegi u. 50/B, H-1113 BUDAPEST

Tel: + 36 1 166 15 41

APPENDIX II

THESAURUS MANAGEMENT PROBLEMS: THE PRESENT SITUATION AND PRIORITIES FOR FUTURE WORK

by

Dr Elfriede TAJALLLI
Chair of the European Education Thesaurus Management Group, Austrian National Unit for EUDISED and EURYDICE

Reference to papers

1) DECS/Doc (92) 6 - Selection of new descriptors (Summary of previous guidelines and decisions)
2) DECS/Doc (92) 40 - Data relating to the frequency of use of certain descriptors (distributed before and at the meeting)
3) DECS/Doc (92) 43 - Meeting of the European Education Thesaurus Management Group, 28 October 1992, Secretariat Report
4) DECS/Doc (96) 9 - French proposals for a revision of terminographs 17 and 18 (distributed before and at the meeting)
5) DECS/Doc (96) 12 - List of never, or seldom used, descriptors - EURYDICE (distributed before and at the meeting)

Already at the last meeting of the extended European Education Thesaurus Management Group in October 1992 it was stated 'that the present Thesaurus structure was still not absolutely satisfactory' and it was therefore decided to give priority to a revision of the structure (DECS/Doc (92) 43, points 5.4 and 6).

Since the last edition of the EET in 1991 excellent work has been done under the chairmanship of Michael Larsen with respect to the updating of the terminology of the EET by adopting terms of the current education discussion. This regular operation is being necessitated by changes in the concepts and the vocabulary in the field it is designed to cover but also in reponse to the needs of those using it. Structre problems which were discovered in the context of this regular updating-process were dealt with and solved.

This aspect of the on-going management is functioning well and has brought a constant and considerable improvement of the EET-terminology.

Now we will have to take the next step and to focus our attention also on the examination of the structure (rearranging of hierarchies, revising of cross-references) as well as on the adding and clarifying of scope-notes, on the merging of synoymous terms and last not least on the identification of obsolete terms (results of frequency counts should be taken into account as for instance documents DECS/Doc (92) 40 and DECS/Doc (96) 12).

A first step in this direction has been taken with the French proposal for a revision of terminographs 17 and 18 (paper DECS/Doc (96) 9 to be discussed at the next regional meeting of the representatives of the Romance languages-group in 1997).

Development of the European Education Thesaurus (EET) since 1984 and present situation

In 1984 the forerunner of the EET, the EUDISED-thesaurus (2nd edition), had 2.478 descriptors, the EET in 1991 (3rd edition) counts 2.760 descriptors.

That means that compared with the 1984 version the 1991 version had increased by 345 new descriptors and at the same time diminished by 63 obsolete descriptors.

addendum 94	108 additions	8 deletions
Vienna decisions	38 additions	4 deletions
Prague decisions	44 additions and 8 non-descriptors adopted	

The situation at this moment (1996): the EET has 2.938 descriptors (after 1991 we adopted 190 new descriptors, we deleted 12 descriptors).

Out of 2.868 descriptors (2.760 of 1991 + 108 of addendum 1994) the European EURYDICE-unit has been using up to 1996 1.145 more often than three times and 1.133 descriptors never. 590 descriptors have been used up to three times: 291 descriptors used once, 165 descriptors used two times and 134 used three times (see paper DECS/Doc (96) 12: List of never or seldom used descriptors).

But this is not the whole picture: a paper prepared in 1992 by the EET-consultant Corentin Roulin DECS/Doc (92) 40 draws the state of the art of descriptor use at this time: we have data on the top 100 used by 1992 by EUDISED, by the Biblioteca Pedagogica in Florence, by the National Centre for Educational Documentation (CNDP), Paris, and by the European-unit of EURYDICE of the 1984 thesaurus version as well as of the 1991 version.

221 descriptors of the 1984 version had never been used up to 1992; not regarding the descriptors (country names) out of the terminographs 38 (Africa), 39 (America), 40 (Asia, Middle East, Oceania) 99 descriptors are left which had never been used either by EUDISED, by the BP or by the CNDP.

Now we write the year 1996 and this descriptor survey is 4 years old, it is not topical but it is of immediate interest in our context: it indicates that certain descriptors are never used or very little used. We cannot close the eyes before this fact, we cannot simply go on adopting new descriptors and never look into the matter of so-called dead or invalid terms.

Approach to invalidation of descriptors in the on-going management process of the thesauri ERIC, EUROVOC, UNESCO-IBE

- ERIC thesaurus,
- EUROVOC documentation language of the Office of Official Publications of the EU and of the European Parlament
- IBE education thesaurus

Of the Thesaurus of ERIC Descriptors I hold the 12th edition, published in 1990. In comparison with the previous edition of 1986 the 1990 ERIC edition contains

- 285 new descriptors
- and 120 dead (invalid) descriptors,

which can no longer be used for indexing.
54 descriptors had been transferred, that means that they have been downgraded to USE references (see annex I)

As second example I took the 2nd edition of the EUROVOC-Thesaurus (1987) - the first edition was of 1984 (in the then seven official languages of the European Community). First we are taught by the two publication-dates as well as by our previous example of ERIC that 3 - 4 years is a normal time span for publishing a new edition of a documentary language the terminology of which is in constant development and which has been updated according to the needs in an on-going management process.

Secondly we learn that the 1987 version (now in 9 languages) of EUROVOC has - in comparison with the 1984 edition -
increased by 1.004 new descriptors

decreased by 936 obsolete descriptors (descriptors used rarely, which have no clear meaning or a bad wording) - see annex II.

The third thesaurus which I used as comparison is the UNESCO - IBE education thesaurus/fifth edition - 1990 revised and enlarged (English, French, Spanish).

We find there on one page the new descriptors and identifiers (including changes in terms), numbering 175, on the next page there are the invalid or dead descriptors and identifiers with a number of 108. The dead or invalid descriptors are appearing as non-descriptors with their 'life-span' in brackets (date 1973 - 1989) - see annex III.

These examples show that the deletion or invalidation of obsolete descriptors is a necessity too in the ongoing management-process.

Priorities for the future updating of the EET

The conclusion which we can draw from these examples for our work is that we have to look thorougly into the **matter of descriptors which are never or rarely used** and to make this a priority. In order to be able to decide which descriptors should be put on the invalid descriptor list the group will need as a basic prerequisite lists of seldom or never used descriptors (after the example of the EURYDICE frequency count DECS/Doc (96) 12) from different databases where the EET is being used for indexing.

The EET is an indexing and searching tool in many different contexts and has therefore to cover the whole field of education: in the education research field covered by EUDISED the focus of descriptor use will be found in this discipline whereas research techniques will play a minor role in indexing and searching the EURYDOS database.

In order to take reasonable and fair decisions it will be necessary that current data (frequency counts) from different sources (databases, institutions where the EET is in use) is made available to those responsible for this update. Figures on the use of the EET will have to be collected systematically and regularly. This is the only way to improve this aspect of thesaurus updating without falling into the trap of deleting descriptors basing the group's decision on samples which are restricted and do not show the whole picture of EET-use.

On the other hand we will have to examine for each language-version whether the existing descriptors are self-explaining or are being endowed with a proper scope-note and whether the

existing scope-notes are clear and say the same thing in the different thesaurus languages.

The EET is a multilingual thesaurus. Though national usages must be respected the multilingual approach has priority. That means that a multilingual thesaurus encompassing different national realities must be based on some arbitrary decisions: one term has to be selected from a number of synonyms.

Therefore another priority should be **the merging of synonymous or overlapping terms** and a close **survey** of the **existing terminographs** and of necessary **reassignements of descriptors**. The task of the thesaurus is to ensure consistency, to provide a clear understanding of the meaning ascribed to each term and to **avoid proliferation or scattering of concepts**.

Annexes:

- I ERIC-thesaurus (transferred, invalid, deleted descriptors)
- II EUROVOC-thesaurus (data on the revised edition)
- III UNESCO: IBE thesaurus (new and invalid descriptors)

- DECS/Doc (92) 6
- DECS/Doc (92) 43

BEST COPY AVAILABLE